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ABSTRACT

This document describes the Competency-Based Teacher Education program at Florida A&M University (known as FAMU-CBTE) designed to permit teacher education trainees to become actively involved with youth at every stage of their university training. Theoretical aspects of learning to teach are transmitted through the use of training modules, conferences, and seminars. Development of the practical skills of teaching is accomplished through a variety of first-hand experience with young people of multicultural, multiracial, and multiclass backgrounds in school and community settings. Other experiences consist of microteaching, peer teaching, simulation, and actual classroom teaching. The following aspects of the program are included in this report: (a) reasons for a CBTE program, (b) faculty orientation and development, (c) program goals, (d) prototypes of FAMU-CBTE programs at the elementary and secondary levels, (e) adaptations of FAMU-CBTE programs, (f) interinstitutional relations, and (g) evaluation. A 12-item bibliography is included. (PD)

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COMPETENCY-BASED TEACHER EDUCATION

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FOREWORD

The School of Education at Florida A and M University is pleased to make available this publication which is one in a series devoted to publicizing innovative programs in teacher education. The faculty has been motivated to share FAMU's efforts in this direction in the hope that other institutions may benefit from these endeavors. FAMU programs may be especially adaptable to other institutions whose efforts may be small, yet are conducted on a scale extensive enough to permit an appropriate degree of success.

The School of Education is indebted to a number of sources for assistance in the redirection of its teacher education program.

The sources include personnel of the Florida Department of Education (DOE), Florida State University, the University of Georgia, the University of Massachusetts, and the University of Pittsburgh.

The American Association of Colleges for Teacher Education (AACTE), the Southern Regional Education Board (SREB), and the Consortium of Southern Colleges for Teacher Education (SCTE) also have been of inestimable assistance. Special acknowledgment is made to the personnel of the public schools for the contributions made by them.

Paul Mohr, Dean
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PROGRAM OVERVIEW

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FAMU's CITE program is designed to permit teacher education trainees to become actively involved with youth at every stage of their university training.

The program has as its chief concern what teachers need to be able to do and how they achieve these skills. Hence, experiences, both theoretical and practical, are offered concurrently throughout the program.

The theoretical aspects of learning to teach are transmitted through the use of teacher-training modules, conferences, and seminars. Development of the practical skills of teaching is accomplished through a variety of first-hand experiences with young people of multi-cultural, multi-racial, and multi-class backgrounds in both school and community settings. These experiences include classroom observation and participation at the teacher aide level in public school classes, experience as aides to recreation directors, and leaders of youth organizations. Other practical experiences consist of micro-teaching, peer teaching, simulation, and actual classroom teaching.

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WHY COMPETENCY-BASED TEACHER EDUCATION AT FAMU?

Historically, FAMU has been recognized as a significant producer of teacher education graduates for public school systems throughout the nation. As these school systems changed because of the impact of societal, economical, and technological pressures, FAMU also has sought to adjust its program in accordance with these changes.

An initial step in effecting the changes included an assessment of needs. This assessment featured a feasibility study of the Elementary Model Programs, an Idea Sharing Conference involving representatives from the Department of Education, urban school districts, and university personnel, including faculty members of the School of Education.

Teacher Corps workshops and writing sessions also proved to be of inestimable assistance in conducting an assessment of the needs of FAMU's teacher education program. From this assessment emerged objectives developed by FAMU personnel relative to the teacher education program.

Top priority was given to conceptualizing a program that would satisfy the various clientele served by FAMU's School of Education: the learner, the public school system, and the Department of Education. CBTE induces a far greater self-actualizing process in the learner than the traditional teacher education program. Stanley Elam, editor,

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Phi Delta Kappa publications, sums the idea up best when he points out the need for emphasizing more divergent, creative, and personal experiences:

> (1) Developing in the student the self-confidence to remain immersed in a learning experience long enough and deeply enough to make the assimilation of that experience personally relevant;
>
> (2) Encouraging a wide-angled, existentialist vision of his learning experience that will enable him to remain open to unpredicted learning outcomes (Performance-based teacher education may result in a pragmatic narrowing of vision that cuts off all learnings that are not predicted in the original statement of objectives);
>
> (3) Developing independent and interdependent thinking;
>
> (4) Helping the student to clarify his preferred learning and teaching styles and allowing him to develop them.[1]

With reference to the public school system, CBTE provides an avenue for cooperation and collaboration in the training of teachers, both in-service and pre-service. This enables the training program to dovetail with the thrusts of the school district in accordance with instructional priorities. Further, the school district has an opportunity for pre-selection of new staff members.

The Department of Education (DOE) has officially gone on record as being committed to the statewide implementation of what it calls

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[1] Elam, Stanley. Performance-Based Teacher Education, What is the State of the Art? Washington, D. C.: American Association of Colleges for Teacher Education, December, 1971, p. 19.

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performance-based teacher certification. DOE takes the point of view that the evaluation of teacher qualifications should be based upon performance criteria. The developers of FAMU's program agree with DOE officials that it is necessary to identify specific skills, knowledge, and attitudes which teachers are expected to possess and to establish settings in which the identified competencies can be demonstrated and recorded.

FAMU officials further see themselves as bringing to the CBTE movement the University's rich heritage in teacher education, especially that of dealing with the poor and disadvantaged.

C B T E vs. P B T E

W. Robert Houston provides a good discourse on competency-based teacher education in his publication, Strategies and Resources for Developing a Competency-Based Teacher Education Program. He asks and answers the question:

> PERFORMANCE OR COMPETENCY? As one talks to proponents of competency-based and performance-based teacher education terminology, it becomes abundantly clear that they refer to the same movement. Advocates of performance-based terminology refer to the way in which teachers demonstrate teaching knowledge and skills. That demonstration is observable (and their objectives are to "write," "do," describe;" not "understand" or "perceive" which are nonobservable). Further, performance reminds us that knowledge of content and teaching strategies is not sufficient in teaching—overt action is important.
>
> Competency-based emphasizes a minimum standard; it adds criterion-levels, value orientations, and quality to the definition of the movement. While competency advocates note three levels for criteria—cognitive, performance, and

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consequence--they press for the latter as the most significant measure of effectiveness. Performance advocates also recognizing consequence as the ultimate test of an individual's effectiveness, point out that many intervening variables affect results (pupil ability, interest, motivation, availability of resources). They stress that our present understanding of these variables and our inability to control them adequately in field settings preclude consequence objectives as realistic requirements. Thus, objectives requiring performance become the major ones in a teacher preparation program, and performance-based is more descriptive as a generic name for this movement.

Both performance and competency-based express important elements of the movement--one focusing on objectives, the other on criteria. Both are useful, not conflicting. Exploration provides a useful process through which the central core and parameters of competency/performance/proficiency-based teacher education are identified and employed to improve education.[1]

FACULTY ORIENTATION AND DEVELOPMENT

Extensive efforts have been made to provide the appropriate orientation and staff development for CBTE. The Department of Education has been quite cooperative in this endeavor by including FAMU personnel in several of its workshops and by providing consultative services when requested. One of the campus workshops conducted by the Department of Education focused upon the Writing of Behavioral Objectives for FAMU's

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[1]Houston, W. Robert. Strategies and Resources for Developing A Competency-Based Teacher Education Program. A joint publication of the New York State Department of Education, Division of Teacher Education and Certification, and Multi-State Consortium on Performance-Based Teacher Education. New York, October, 1972, p. 21.

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interdisciplinary CBTE program components.

As a prelude to the production of FAMU modules, FAMU representatives attended a two-and-a half day Module Development Workshop, sponsored by the Department of Education. Consortium arrangements have also enhanced faculty orientation and development by means of workshops and conferences. The Teacher Corps, the Consortium of Southern Colleges for Teacher Education, and the American Association of Colleges for Teacher Education have had a series of workshops and conferences on CBTE through which the FAMU personnel were able to receive assistance. FAMU's involvement in national programs also included such events as a training session on performance-based certification, which was sponsored by the Bureau of Educational Personnel Development and conducted by the Department of Education.

Site visitations to institutions with CBTE programs proved to be quite meaningful during the developmental stages of FAMU's CBTE programs. The visitations afforded FAMU personnel the opportunity to gather first-hand information for program development, implementation, and evaluation.

The aforementioned efforts were a part of the sustaining activities that complemented the many sessions that were devoted to faculty orientation and developmental activities conducted on campus.

GOALS

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The goals of CBTE at FAMU are:

(1) To provide for the prospective teacher a situational or behavioral approach to the knowledge of concepts of teaching which are relevant to the education of children.

(2) To provide a program of practical training which permits the prospective teacher to observe, analyze, and modify his own behavior until the desired skills are achieved which will enable him to perform effectively in the classroom.

(3) To provide experiences in the teaching and relating of the teacher trainees' disciplines or fields of study to the educational interests and experiences of children and youth.

(4) To provide an understanding of the principles, policies, and procedures of the teaching profession.

(5) To provide teacher trainees experiences in identifying, assessing, and controlling their own personalities and attitudes toward adjustment in desegregated and urban schools.

(6) To provide teacher trainees with a variety of first-hand experiences in many kinds of school settings, especially urban schools.

SELECTION OF COMPETENCIES

A variety of resources have been used to establish competencies for students in the CBTE programs. Many competencies have been generated by CBTE personnel on campus. Some were selected from resource materials provided by the Department of Education such as the Catalog of Teacher Competencies which has been developed by Norm Dodl of Florida State.

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Others emanated from research efforts engaged in by various consortia and professional organizations of which FAMU is a member.

As a means of facilitating the students' acquisition and demonstration of these competencies, modules have been developed and selected by faculty members trained in this endeavor. FAMU's module "Bank" has also been complemented and supplemented by B-2 modules developed under the auspices of the Department of Education by means of EPDA funds, and modules developed by other university personnel and commercial sources.

Activities relative to competency-based teacher education have not been confined to use in the FAMU program. Faculty members have assisted the State DOE in developing modules which can be used in other settings. One module, General Study Skills, was recently developed at FAMU; the UCLA Structure of Reading Skills catalog was revised at FAMU and three other Florida universities at the request of the (DOE). FAMU also developed for the DOE a catalog of competencies related to the subject area of Employability Skills.

PROTOTYPES OF FAMU CBTE PROGRAMS

Because of the highly experimental nature of CBTE, FAMU personnel have developed pilot programs. These pilot programs are enabling FAMU personnel to plan, develop, test, and refine a CBTE approach that can be institutionalized according to the role and scope of the University and the needs of public school districts. These pilot programs have been developed for

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majors in elementary, early childhood, and secondary education.

Elementary Education

Competency-based teacher education in Elementary Education is presently conducted in the form of a pilot program which has grown out of a three-year feasibility study carried on by the departmental faculty. The program is designed for the junior and senior years of college work. Prospective teachers in the pilot program utilize knowledge and skills from three performance criteria areas—content, behavioral, and human relations. Students studying in the pilot program register for one five-hour per day block of time. This allocation of time is utilized in independent study, research, and work with groups of children.

No formal classes are attended; nevertheless, the student is engaged in carrying out an independent study program in order to complete fifteen to twenty-two modules each quarter.

The faculty develops most of the instructional modules, but ideas are utilized from sources such as the Florida B-2 modules and commercially-prepared modular materials.

Evaluative techniques are still in the building stage; however, a PERT system is envisioned when the program is operating on a larger scale. Informal evaluation now consists of (1) opportunity to test out modules by performing at criterion level on the pre-tests which are requirements of most modules; (2) assessment of how well each specific competency is developed during a quarter; and (3) student performance relevant to selected competencies.

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Upon completion of the pilot program, including satisfactory evaluation, assessment, and refinement, the department will begin competency-based teacher training for larger numbers of Elementary Education majors. The eventual goal is competency-based training for all students enrolling in the department.

Secondary Education

A competency-based program designed for the preparation of secondary school teachers is FAMU's Individualized Teacher Education Program (ITEP). The training experience extends over the six quarters of the junior and senior years. Students are admitted to the program upon the following conditions:

(1) Successful completion of 90 hours of work. This must include Psychology 362, Adolescent Psychology, or Psychology 301, Human Growth and Development; Psychology 320, Educational Psychology; and Education 310, Social Foundations of Education.

(2) Recommendation of the chairman and special methods teacher of the department of specialization. In making recommendations consideration is given to:

   (a) Grade point average or other evidence of the ability to do above average work in upper-level experiences.

   (b) Evidence of general maturity and ability to criticize self and make the necessary adjustments toward a desired end.

   (c) Ability to work independently and to be motivated toward a high quality of work under the conditions of minimum supervision.

   (d) High level of interest in working in an individualized teacher education program.

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Both theoretical and practical experiences are offered together throughout the six quarters of the program. The theoretical aspects of learning to teach are transmitted through the use of teacher-training modules, seminars, lectures, and student-teacher conferences.

During the first quarter, provisions are made for general orientation to the secondary school program and the profession of teaching. The student also develops the ability to relate to young people in the classroom and in other youth centers at the level of a para-professional and to operate and care for educational media equipment. This quarter is introduced with a short retreat during which the students and the instructional team are enabled to form a close personal relationship.

The second and third quarters are devoted to the study of the main theoretical concepts needed for performing adequately during the field-centered or practical component of the program. All of the experiences of these quarters are directly related to the student's teaching field.

Quarters four, five, and six are field centered. Students are provided a variety of first-hand experiences with young people. A minimum of 50 clock hours of observation-participation and 100 clock hours of student teaching are required. Most students in the program will put in far more observation-participation hours than the minimum.

Instruction in this program is handled by a team of professors consisting of one general methods teacher and one special methods teacher

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for each of the major content areas for which there are trainees.

It is expected that ITEP will become an established second option for students in secondary education at FAMU. As the program is being refined, more effort will be focused upon management of instruction; instructional media and materials; field experiences; assessing student achievement; and evaluating the effectiveness of the program.

ADAPTATIONS OF FAMU CBTE PROGRAMS

Some concepts of the FAMU CBTE Programs are being adapted in other endeavors. Two examples are the Teacher Training for Developing Institutions (TTDI) Program and the establishment of Performance-Based Instruction Within a Traditional Setting.

Teacher Training for Developing Institutions

This program is funded by the U.S. Office of Education and it is designed to make available a well-designed interrelated sequence of mathematics content, teaching strategies, and technological media to increase the competencies of elementary in-service school teachers who are responsible for the teaching of mathematics to the poor and disadvantaged.

Program components consist of a six-week summer institute at FAMU and academic year follow-up sessions in several Florida school districts. Upon completion of the program, the participant should:

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(1) Be able to understand the language, concepts, and structure of mathematics necessary to handle effectively the current programs.

(2) Be able to cope with changes that will take place as curricula are revised to keep pace with our everchanging society.

(3) Have developed sufficiently sound pedagogical skills and practical applications that enhance the generation of interesting, innovative, and relevant experiences for students.

(4) Possess the confidence, competence, and creativity which enhance the capacity for effective changes in his particular school.

(5) Develop principles for effecting behavioral and attitudinal changes that would enable participants to: (a) understand and teach all kinds and classes of pupils and (b) study and adapt principles of modification through positive reinforcement.

The TTDI Program is thus consistent with competency-based teacher education in that the following general format is followed:

(1) Participants in the program are first involved in pre-assessment procedures to identify strengths and weaknesses within the areas of mathematics content, mathematics teaching, and attitudes related to mathematics.

(2) Procedures, some required, others optional, are developed by the instructor in cooperation with the participants for the strengthening of some competencies and the development of others.

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Performance-Based Instruction Within a Traditional Setting

Nature and Goals of Change. Three conventional courses in the areas of curriculum, methods, and evaluation within the current professional sequence for prospective secondary school teachers at Florida A and M University will be integrated into a two-quarter block program organized around the total professional tasks of the teacher. The organizing principle is a specific job to be done, rather than a series of courses.

The three major purposes for the curricular change are:

(1) To provide a functional program of professional laboratory experiences prior to student teaching.

(2) To identify, organize, and teach, according to the guidelines of performance-based instruction, the competencies, performance, skills, knowledge, and attitudes necessary for an effective secondary teacher.

(3) To provide for individualization in the teacher education program.

The block program focuses all energies on the professional tasks of teaching; it aims at professional competence. The block program does away with unnecessary duplications. It will provide for realistic experience in teaching; relating of theory to immediate practice; permanence of a field-oriented program rather than a classroom-oriented program; and utilization of student-centered instructional procedures.

Components

(1) Education 398 I and II entitled, Instructional Strategies and Evaluation (Methods, Curriculum and Evaluation)

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Education 398I

An integrated approach to the study of the theoretical aspects of professional education on the secondary level. Emphasis is upon the development of competencies in curriculum, instructional strategies, and assessment of the learner. Field experience is required.

Education 398II

The focus will be upon the application of the theory stressed in Education 398I. The work will be primarily field centered. Students will be required to keep a log of their activities and to implement a mini-teaching unit utilizing media.

Procedure. Utilizing a team-teaching approach, students will be introduced to an integrated approach to understanding curriculum, methodology, media, and the evaluation of the learner. Curriculum and instruction will be changed from traditional patterns to modules, self-instruction, mini-courses, simulation, and other techniques.

Students will become actively involved in field experiences which are needed by the student to become a good teacher. Sequential learning experiences will be planned. Efforts will be made to help the student to relate theory learned with practice as he observes in, participates in, and teaches a given group of learners in an educational setting.

Evaluation. Students will be evaluated primarily in terms of their demonstrated ability to perform the specific tasks of teaching which will be embodied with the implementation of the mini-teaching unit.

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COMMUNICATIONS MEDIA RESOURCES

FAMU-CBTE personnel have observed on numerous occasions that CBTE programs have been limited by a dichotomization between technology and teacher education programs. Consequently, physical facilities, personnel, and materials collections have been adapted to "integrate" instructional technology into teacher education programs.

Physical facilities are quite adequate in that the staff has been able to establish several teaching laboratories that are designed for specific purposes (reading, mathematics, science, media). These laboratories are complemented by a Learning-by-Simulation Center, the Mini-Center for CBTE Materials, and the Individualized Learning Laboratory. The Southern Consortium of Colleges for Teacher Education (SCCTE), the Department of Education, and "Consortium 26," provided the supplementary support needed to establish the centers and the laboratory.

In an effort to further strengthen the "communicative" aspects of instruction and technology, experienced media personnel are involved in the CBTE programs. This enables CBTE staff members to establish more appropriate combinations of mediated experiences for students. A further advantage is the availability of such personnel for special teaching assignments within the programs.

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MULTI-CULTURAL SEMINARS

Curricular revisions in many universities have reflected the significance of preparing teachers for multi-cultural schools. However, the impact of the revisions is limited urless meaningful activities are built into the curriculum. Consequently, all FAMU CBTE programs have a major concern for the preparation of teachers for multi-cultural school settings.

Cross-cultural seminars involving persons of more than one race have proven to be meaningful. Their effectiveness has been enhanced by involving public school teachers and administrators with university personnel such as administrators, professors, and teacher education majors.

Objectives

At FAMU, seminars have been conducted for student teachers with the following objectives:

(1) Given an opportunity to present self, in various ways, each student teacher will reveal how he sees and does things.

(2) By receiving cognitive input and participating in meaningful experiences, the student teacher will develop the ability to give and receive feedback.

(3) Having had the stage properly set, the student teacher will develop a willingness to expose his behavior and purposes and to accept feedback.

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(4) After receiving cognitive input based on research, theory, and experience, each student teacher will be able to understand his experiences and to generalize from them.

(5) Given an opportunity to experiment, each student teacher will try out and practice new patterns of thought and behavior.

(6) Having learned new ways of thinking and doing, the student teacher will plan ways of applying this learning to his experiences in school situations.

(7) By having an opportunity to present self, accept feedback, and experiment with new ways of thinking and doing, the student teacher will develop the ability to learn from experience-based training.

(8) By utilizing cognitive input received and activities engaged in, each student teacher will improve in his ability to listen, read nonverbal clues, ask open-ended and probing questions, and practice attending behavior.

(9) By participating in interpersonal activities with persons of another race and a thorough examination of self, each student teacher will become more aware of his racial feelings and improve communication across racial lines.

The seminars involve FAMU and FSU student teachers who are assigned to the Leon School District. Support for this effort has been provided by the Southern Regional Education Board (SREB). In addition to the seminars which feature brief human relations laboratories and simulation exercises, courses in sociological and psychological foundations also feature the concept of multi-cultural education.

Supportive of the multi-cultural education component of CBTE are such ancillary programs as the FAMU headquarters of the Florida School

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Desegregation Center and the Afro-Cultural Development Center. Projects in Developing Leadership for Multi-Cultural Understanding and Teacher Training for Desegregating Schools also provided some ripple effects to CBTE.

INTERINSTITUTIONAL RELATIONS

The effectiveness of CBTE at FAMU is enhanced by the cooperation and collaboration of various groups, ranging from intra-university units to professional organizations. The interdisciplinary thrusts of FAMU's CBTE program have resulted from the endeavors of faculty members outside the School of Education, notably those of the College of Arts and Sciences. They have participated in all phases of the program: plan, design, development, operation, and refinement.

Many other agencies have assisted in the organization, development, and strengthening of the program. The availability and accessibility of DOE personnel has proved to be significant, especially in light of the State's leadership in performance-based education. FAMU also enjoys the privilege of being in proximity to FSU which has contributed much to the CBTE movement. Cooperative agreements between FAMU and FSU facilitate access to the resources of both institutions. The field orientation and field-centered components of the program are realized by the participation of personnel from local school districts. These components are further enhanced by cooperative

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internship programs in large urban areas such as New York City. AACTE and other professional organizations have assisted in the development of the program by sharing their materials and involving the University in meaningful activities.

CBTE CERTIFICATION

The Department of Education allows institutions to select among three approaches for submitting teacher education curricula for approval: the standard, performance-based, and experimental curricula.

This flexibility for program approval has permitted FAMU to further advance its efforts in CBTE. The secondary program was given a three-year approval in 1971. A team appointed by the DOE visited the University in January, 1973, to evaluate the progress of the program and to consider extension of approval beyond 1973. The model elementary program was approved in September, 1972, for a two-year period. At the expiration of this period, this program will also be reviewed by the Department of Education for the purpose of extension or permanent adoption.

When the National Council for Accreditation of Teacher Education (NCATE) Team visited FAMU in March, 1972, it also cited evidence of FAMU's keeping abreast of new trends in teacher education as seen in the CBTE programs.

EVALUATION

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The FAMU-CBTE programs are similar to other programs in that evaluative procedures are still in the embryonic stage. However, as the programs are being refined, some efforts are being made to: gauge the effectiveness of the various programs, determine whether or not students effectively demonstrate competencies acquired, and ascertain the organizational and managerial variables that serve to enhance the program.

Accrediting agencies, continuous self-studies and consultative help are means by which program effectiveness is being evaluated. Consortium activities also contribute to program evaluation.

Student performance is also a function of program effectiveness. Presently being used are rating forms that students complete relative to their experiences in CBTE programs. The students assess the programs from the standpoint of their grasp of theoretical knowledge, practical experiences that are provided for pre-internship and internship periods, and module usage.

Other evaluative instruments used include student anecdotal records, student teaching performance records, and micro-teaching analyses. Additional feedback from school district personnel is obtained by follow-up studies.

Relative to ascertaining organizational and managerial variables that serve to enhance the program, a special body, the Executive Council of the School of Education, is frequently called upon for assistance. Recommendations are made by this group that lead to: a facilitation of program

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development, deployment of physical and human resources to maximize program operation, and stronger linkage with the faculty as a whole.

SUMMARY

FAMU's CBTE programs have been subjected to the usual pitfalls that new programs generally experience. Some have referred to it as another pedagogical fad which will be obliterated by the avalanche of criticisms generally leveled at teacher education programs.

Others have questioned the need for deploying physical and human resources to such an esoteric undertaking. The security offered by the traditional approaches has had a phalanx of supporters for the "status quo."

As Martin Luther King has often said, "You can kill a man but you can't kill an idea whose time has come," so it is with CBTE which has emerged from a rudimentary beginning to a potential position of acceptance based upon its potential for ameliorating some of the pressing problems that presently engulf the public school system.

A major ingredient in any successful endeavor is the resourcefulness of its proponents. FAMU has been fortunate in having these individuals who have made the successful transition from tradition to the "cutting edge" of innovative concepts such as CBTE. The leadership has been further personified by evidence of activities that have gone from the professional perimeters of the campus to the mainstream of CBTE.

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For FAMU, the time of "arrival" has not come as yet. The threshold efforts will require further refinement until the concept of CBTE becomes universally accepted by our peers, patrons, and product consumers.

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